



EDUKALA



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foundation



EVS

**5th
Grade**



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SENSES

- Teachers can introduce the topic by singing a song of senses. After the song is done, ask the students to guess what they'll learn today.

Eg:

My eyes can see the big bright sun,

My nose can smell hot cinnamon buns!

My ears can hear the big loud drum,

My tongue can taste good things, yum! yum!

My hands can feel the sand, what fun!

I like my senses, everyone!

- Ask the students what senses and sense organs mean. Tell them the purpose of sense organs. Sense organs in the human body are : Eyes, ears, nose, tongue and skin.



OBJECTIVES

- Students are able to identify/name the 5 sense organs and explain their purpose





PRE-ASSESSMENT



- Teachers may write the following questions on board for students to answer. Students write answers in their notebooks.
- If they can identify the conjunctions, you can classify them as Level 2 students, if not they can be classified as Level 1 students.

1. You shall be surprised _____ you fail.
2. He is content _____ he is very poor.
3. He was frightened _____ he heard the noise.





PRE-ASSESSMENT



- Ask students , "How do you recognise things through your senses?"
- Ask the students to draw the organ which help to recognise the things (like eyes, nose or ears)



PRE-REQUISITES

LEVEL 1: For students who have a basic/no understanding of the topic

- Sliced fruits (apple or orange)
- Geometry box, pencils, clock (if available), bangles, and a water bottle.
- Different flowers
- Television remote, thermos flask, etc.



PRE-REQUISITES

LEVEL 2: For students who know the basics of the topic well and would like to learn further

- Pictures of different animals from around the world.
- Any 10-15 items (Pencils, bottles, flowers, geometry boxes or books- can be any item of this sort).



ACTIVITY:

- Arrange the materials in a box and place them on the table.
- Call students one after the other and blindfold them.
- Ask the students to pick any one item from the box and identify it by smell, touch, taste or sound.
- After the student has guessed correctly, ask them the sense they used to identify the object. If they could not guess, ask students to see the object and explain that 'sight' was the sense used in this scenario.
- In the below scenario, items were identified using the taste and smell senses for e.g. fruit - taste, flower - smell.



LEVEL-1 & 2

ACTIVITY:

- **Sensory Walk:** Place different items in different tubs. Students to be blindfolded.
- Tub 1: Sand, Tub 2: Water, Tub 3: Slime, Tub 4: pebbles
- Students can walk on these, moving from one tub to another, using their sense of touch to identify these items.
- To test students' sense of hearing, gather them into a circle. One of the students' will be a record keeper, and another should be blindfolded. Students around the circle will randomly clap their hands once, and the blindfolded student will indicate where he thinks the sound came from. Record the accuracy of each student. Make the experiment harder by having the blindfolded student cover one of their ears and identify where the claps came from. After several students have participated, review the test results to verify that two ears are better than one.



LEVEL-2

ACTIVITY:

- Start the activity by asking students a question- Why does a dog bark and chase when vehicles like bikes go fast with high speed. Explain that this happens because a dog's hearing range is four times higher than ours (humans) and they can hear higher frequency sounds.
- Allow students to learn about their blind spots with a blind spot test created by the teacher beforehand or by students in class. Construct the test by drawing a small circle on a piece of paper and then a small "T" about 6 to 8 inches to the right of the circle. Instruct students to close or cover their right eye, focusing on the "T" with their left eye. The student should slowly move the paper so that it is about 20 inches away from her face; at a certain point she will no longer be able to see the "T" because the shape has gone into the blind spot of their eye's retina.



LEVEL-2

- For this experiment you will need several students, a blindfold, and a pen and paper to record information.
- What kind of equipment is used for deaf people? (Assistive listening devices (ALDs) help amplify the sounds you want to hear, especially where there's a lot of background noise. ALDs can be used with a hearing aid or cochlear implant to help a wearer hear certain sounds better.)
- Bring printouts of the images from Google - how different animals see the world and show it to students.
- Collect 10-15 items and set them on a tray. Give the students a minute to observe and then remove items from sight. Now, ask them to write down what items they remember. This activity can be considered as an observation through sight and memory games.



POST-ASSESSMENT

- Ask the students to research how a snake hears the sound as it has no ears.
- Students can be taken for a nature scavenger hunt. Provide a template (picture shared on next page) to record their observations.



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